Two, Too, or To?

Fourth Grade | Writing | 75 minutes | Standards: L.4.1

by Susan Russell | August 2, 2015

By creating an interactive notebook template, kids will help themselves remember the correct ways to use the commonly confused words to, too, two, there, and their. Young writers will love improving their writing skills with this lesson.

Learning Objectives

Students will be able to correctly distinguish between frequently confused words in their daily writing.

Materials and Preparation

- Chart paper to create an anchor chart for the words to, too, two, there, and their
- White paper
- Scissors
- Markers

Key Terms:
- homophone

Lesson

Introduction (10 minutes)

- Tell students that there are a group of words that sound the same but have different spellings and meanings. These words are referred to as homophones.
- Let students know that for this session, they will focus on the following words: to, too, two, there, and their.
- Tell them they will create an notebook template to refer to when writing.

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Explicit Instruction/Teacher Modeling (15 minutes)

- Create an anchor chart with the selected homophones, their definitions, a sentence, and an illustration with the students.
- Allow students to contribute to your chart by asking questions as you create it.
- Divide your paper into five columns by drawing lines with a marker.
- Label each heading with one of the following words: to, too, two, there, and their.
- Under each column, put a definition for the word. Have students contribute to the development of a definition for each word.
- Ask student volunteers to give a sample sentence for each word and write the sentence in the word’s column.
- Ask a student volunteer to come up and draw an illustration to represent the word’s meaning in the column.

Guided Practice/Interactive Modeling (20 minutes)

- Inform students that they will now create an interactive template to put in their language arts notebook for reference.
- Hand out a piece of paper to each student.
- Demonstrate how to fold the paper in half the long way.
- Direct the students to use a marker to divide the top flap on their papers into five sections.
- This will be the top piece of their interactive template.
- Each section will have one of the homophone vocabulary words on the front of it.
- After section lines are drawn and all sections are labeled with one of the words, pass out scissors.
- Students will cut on the dividing lines on the front paper up to the long fold line.
- Under each flap, students will write a definition and a sentence for the corresponding word on the flap. Allow students to refer to the anchor chart developed during the lesson introduction for a definition.
- Encourage students to write new sentences for the words. Give them the option of creating an illustration for the sentence.
- When the interactive template is completed, instruct students to glue it in their language arts spiral notebook. It will then be easily accessible for reference when they are writing.

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Independent Working Time *(15 minutes)*

- Ask students to take out a piece of notebook paper.
- On the board, write down the following sentences:
  
  Let's go too the park after school today.
  I can't wait two go their because we have so much fun at the park.
  Tell Paul and Maria to ride there bikes to the park and meet us.
  I have to go home first so I will meet you at the park in to hours.

- Ask students to copy the sentences down on their notebook paper leaving a space between sentences.
- Direct the students to find the errors in each sentence and place a X over each word that was used incorrectly.
- Allow struggling students to refer to their interactive homophone template that was just created.

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**Extend**

**Differentiation**

- **Enrichment:** Require advanced students to write five sentences of their own using the targeted words correctly. These sentences may be written on their paper with the corrected sentences. **Support:** The interactive homophone template should provide additional support for struggling students. Help them review information in small groups.
Review

Assessment *(10 minutes)*

- Collect students' notebook papers with the sentence corrections.
- Review and provide feedback on all papers.
- Note any students who are still struggling with correct usage of the targeted homophones. Review with these students in small groups.

Review and Closing *(5 minutes)*

- Return papers to students.
- Allow students to read the feedback on their papers and then discuss.
- Check for understanding.
- Tell students that these words are frequently used and it is important to use them correctly. Remind them to refer to their language arts notebook with the templates if they are unsure of usage when writing.